

EAU CLAIRE HIGH

4800 Monticello Rd.
Columbia, S. C. 29023

GRADES 9-12 High School

ENROLLMENT 981 Students

PRINCIPAL Coleman D. Barbour 803-735-7607

SUPERINTENDENT Dr. Ronald L. Epps 803-231-7500

BOARD CHAIR Vince Ford 803-231-7556

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

UNSATISFACTORY

Absolute Ratings of High Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
4	6	7	5	3

IMPROVEMENT RATING:

EXCELLENT

ADEQUATE YEARLY PROGRESS:

NO

This school met 11 out of 15 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Unsatisfactory	Excellent	N/A
2002	Unsatisfactory	Unsatisfactory	N/A
2003	Unsatisfactory	Below Average	No
2004	Unsatisfactory	Excellent	No

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

HIGH SCHOOL ASSESSMENT PROGRAM (HSAP) EXAM PASSAGE RATE: SECOND YEAR STUDENTS

	Our School			High Schools with Students Like Ours		
Percent	2004	2005	2006	2004	2005	2006
Passed 2 subtests	48.5	N/A	N/A	63.7	N/A	N/A
Passed 1 subtest	26.0	N/A	N/A	18.1	N/A	N/A
Passed no subtests	25.6	N/A	N/A	21.4	N/A	N/A

EXIT EXAM PASSAGE RATE BY SPRING 2004

	Our School	High Schools with Students Like Ours
Percent	85.3%	91.8%

ELIGIBILITY FOR LIFE SCHOLARSHIP

Percent of	Our School	High Schools with Students Like Ours
Seniors eligible for LIFE Scholarships at four-year institutions*	0.6	3.9
Seniors who met the SAT/ACT requirement	0.6	4.0
Seniors who met the grade point average	26.6	33.2

*Using only the SAT/ACT and grade point average requirements

GRADUATION RATE

	Our School	High Schools with Students Like Ours
Number of Students	201	143
Number of Diplomas	157	103
Rate	78.1%	71.7%

PERFORMANCE BY STUDENT GROUPS

	Exit Exam Passage Rate by Spring 2004		Eligibility for LIFE Scholarship		Graduation Rate		
	n	%	n	%	n	%	Met State Objective
All Students	150	85.3	173	0.6	201	78.1	YES
Gender							
Male	67	86.6	62	0.0	99	73.7	N/A
Female	79	83.5	111	0.9	102	82.4	N/A
Racial/Ethnic Group							
White	3	I/S	1	I/S	1	I/S	N/A
African-American	141	85.1	172	0.6	198	77.8	
Asian/Pacific Islander	0	N/A	0	N/A	0	N/A	N/A
Hispanic	1	I/S	0	N/A	2	I/S	N/A
American Indian/Alaskan	0	N/A	0	N/A	0	N/A	N/A
Racial/Ethnic Group							
Non disabled	144	88.2	155	0.6	174	80.5	N/A
Disabilities other than speech	6	16.7	18	0.0	27	63.0	N/A
Migrant Status							
Migrant	0	N/A	0	N/A	0	N/A	N/A
Non-migrant	120	86.7	173	0.6	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	0	N/A	0	N/A	0	N/A	N/A
Non-Limited English Proficient	121	86.0	173	0.6	201	78.1	N/A
Socio-Economic Status							
Subsidized meals	43	86.0	96	0.0	114	76.3	YES
Full-pay meals	77	87.0	77	1.3	87	80.5	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

HSAP PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 33.3%									
All Students	268	98.1	31.1	40.6	19.3	9.0	38.1	YES	YES
Gender									
Male	128	97.7	40.4	38.6	13.2	7.9	30.7	N/A	N/A
Female	140	98.6	23.1	42.3	24.6	10.0	44.6	N/A	N/A
Racial/Ethnic Group									
White	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African-American	263	98.5	31.5	41.1	18.7	8.7	37.3	YES	YES
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	224	98.7	24.5	42.8	22.1	10.6	43.3	N/A	N/A
Disabled	44	95.5	69.4	27.8	2.8	N/A	8.3	I/S	YES
Migrant Status									
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	268	98.1	31.1	40.6	19.3	9.0	38.1	N/A	N/A
English Proficiency									
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	267	98.1	31.3	40.7	18.9	9.1	37.9	N/A	N/A
Socio-Economic Status									
Subsidized meals	175	97.1	38.0	41.1	16.5	4.4	31.6	YES	YES
Full-pay meals	93	100.0	18.6	39.5	24.4	17.4	50.0	N/A	N/A
Mathematics - State Performance Objective = 30.0%									
All Students	268	94.0	42.3	36.3	15.8	5.6	29.5	YES	NO
Gender									
Male	128	93.0	45.9	33.9	13.8	6.4	27.5	N/A	N/A
Female	140	95.0	39.2	38.4	17.6	4.8	31.2	N/A	N/A
Racial/Ethnic Group									
White	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African-American	263	94.3	42.9	36.4	16.0	4.8	28.6	YES	NO
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	224	95.5	36.3	39.3	17.9	6.5	33.3	N/A	N/A
Disabled	44	86.4	78.8	18.2	3.0	N/A	6.1	I/S	NO
Migrant Status									
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	268	94.0	42.3	36.3	15.8	5.6	29.5	N/A	N/A
English Proficiency									
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	267	94.0	42.5	36.5	15.9	5.2	29.2	N/A	N/A
Socio-Economic Status									
Subsidized meals	175	91.4	47.7	35.6	14.8	2.0	22.8	YES	NO
Full-pay meals	93	98.9	32.9	37.6	17.6	11.8	41.2	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SCHOOL PROFILE

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
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Students (n= 981)

Retention rate	25.0%	Up from 21.5%	10.6%	9.1%
Attendance rate	93.3%	Down from 94.2%	96.2%	96.0%
Eligible for gifted and talented	4.6%	Up from 4.3%	2.6%	5.8%
With disabilities other than speech	14.5%	Up from 14.1%	13.1%	12.7%
Older than usual for grade	18.7%	Up from 11.7%	13.6%	9.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	12.2%	Up from 7.2%	3.0%	1.6%
Enrolled in AP/IB programs	5.2%	Down from 11.4%	6.4%	10.2%
Successful on AP/IB exams	N/AV		34.5%	53.8%
Annual dropout rate	3.6%	Down from 4.6%	2.7%	2.7%
Career/technology students in co-curricular organizations	0.0%	Down from 1.5%	4.0%	3.6%
Enrollment in career/technology center courses	622	Up from 540	361	466
Students participating in worked-based experiences	2.6%	Down from 70.9%	27.4%	25.7%
Career/technology students mastering core competencies	60.8%	Up from 59.9%	74.2%	77.7%
Career/technology completers placed	100.0%	N/A	98.9%	99.3%

Teachers (n= 63)

Teachers with advanced degrees	47.6%	Up from 41.3%	46.1%	52.0%
Continuing contract teachers	57.1%	Up from 54.0%	77.0%	82.1%
Highly qualified teachers**	87.2%	N/A	87.5%	89.5%
Teachers with emergency or provisional certificates	25.5%		13.9%	8.6%
Teachers returning from previous year	80.4%	Up from 76.6%	82.2%	86.2%
Teacher attendance rate	92.6%	Down from 95.0%	94.5%	95.3%
Average teacher salary	\$40,106	Up 2.3%	\$40,054	\$41,060
Prof. development days/teacher	7.0 days	Up from 6.5 days	11.4 days	10.6 days

School

Principal's years at school	1.0	Up from 0.5	2.0	3.0
Student-teacher ratio in core subjects	24.5 to 1	Down from 29.0 to 1	23.7 to 1	26.4 to 1
Prime instructional time	84.6%	Down from 88.1%	89.0%	90.0%
Dollars spent per pupil*	\$6,801	Up 0.8%	\$7,038	\$6,310
Percent of expenditures for teacher salaries*	50.4%	Down from 51.7%	55.7%	57.9%
Opportunities in the arts	Excellent	No change	Good	Excellent
Parents attending conferences	88.0%	Down from 92.9%	88.0%	89.3%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	N/A	Average	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	91.3%	92.0%
Highly qualified teachers in high poverty schools**	90.3%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	No

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Eau Claire High School is in the process of becoming the premier learning center of the community. The environment is one that is safe, clean, caring, nurturing, and highly organized. It is an environment where students can learn, and teachers can teach successfully. The school climate is one that welcomes every person as an individual with his/her own special desires and wishes, and where each individual is handled with care as well as kindness.

In this academic environment, each student is expected to earn a diploma. Each teacher is accountable for students meeting this reachable goal. Each teacher's objective is to steer students through different challenges to earn a diploma and meet the requirements for career pathways. When a student earns a diploma, its value is worth the staff development, and the different pedagogy put into the lessons taught, as the educational environment is preserved.

The Scholastic Assessment Test Center is a program designed to prepare students to take the SAT. The program is completely computerized and students may access different SAT verbal and mathematic assessments to determine their strengths and weaknesses. The tests provide instant analytical feedback. Students may take the SAT in the Eau Claire High School Test Center on any SAT scheduled Saturday.

The partnership with Columbia College for arts infusion in every classroom has been strengthened. A newly employed arts coordinator is responsible for insuring an arts infused program takes place at a rapid pace, and needed resources are available to infuse the arts in the classrooms and in the community.

Eau Claire High School continues to evaluate and adjust its programs to be certain that we are meeting the needs of all students. We welcome recommendations to improve our effectiveness.

Principal, Coleman Barbour

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	62	80	15
Percent satisfied with learning environment	37.1%	55.0%	80.0%
Percent satisfied with social and physical environment	61.3%	68.0%	80.0%
Percent satisfied with home-school relations	27.1%	89.0%	73.3%

*Only eleventh grade students and their parents were included. For schools without grade 11, only the highest grade was included.